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ABSTRACT

This annotated bibliography lists 105 entries of selected educational materials from Pakistan covering the period October-December 1973. The materials are organized into 24 categories as listed for related document ED 074 847. In addition, three sections are presented on higher education, literacy, and teacher education. A special section concerns the teaching of languages. The materials are drawn from a variety of Pakistani journals, newspapers, and government publications. An author index is included. (Author/DE)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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SELECTED BIBLIOGRAPHY AND ABSTRACTS OF EDUCATIONAL MATERIALS IN PAKISTAN

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ADMINISTRATION, ORGANIZATION FINANCE OF EDUCATION

1. AHMAD, Maqbool. Pasmanda Ilaqon Mein Ta'aleem Ki Zarurat (Need for Education in Underdeveloped Areas) --- Mashriq (Karachi) November 19, 1973 (U).

There are no two opinions about the spread of education in the underdeveloped areas of our country. It is unfortunate that no attention was paid so far to the development of education in these areas. It is an undeniable fact that the progress of a country largely depends on education.

The present government has, however, given serious thought to this question, and has opened High Schools and Intermediate Colleges in some of the tribal areas. Students belonging to these institutions are not only imparted free education but also given books and other materials free of cost. Khaiber University has been established half way between Jamrud and Peshawar for the tribal people. The number of educational institutions should be increased further, and means should be adopted to attract as many young men as possible to these institutions.

2. HAFEEZ, Abdul. Asateza Ki Khali Asamiyan (Vacant Posts of Teachers) --- Imroz (Lahore) October 31, 1973 (U).

A number of posts of teachers in the nationalized schools are still vacant. The avowed objective of educational reforms was to raise the standard of education and save the people from the clutches of "the education vendors." Although the people have got rid of the exploiters, the object of raising the standard of education is yet to be achieved. This can be done, to begin with, by assigning a reasonable number of teachers to every institution, so that they may give proper attention to their wards.

Certain decisions have been taken by the government to better the service conditions of teachers. But the teachers still complain that they are receiving the same low salary that they were getting under the former managements in October, 1972, and that dues and annual increments have not been paid to them so far. Moreover, nothing has been done to provide necessary furniture to these institutions and to repair the dilapidated buildings that pose a threat to the lives of students.

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3. HASAN, Mehboob. Admission Problem --- Sun (Karachi) October 22, 1973.

After the announcement of results by the Board of Secondary Education, Karachi, the student community is facing great hardship in getting admission in good colleges. It is a pity that students should run from pillar to post to get admission in colleges. Since the government has nationalized all the colleges, it should insure that the benefits of nationalization reach the students. The fate of third divisioners is also uncertain. Students who have obtained 55% marks were refused admission in colleges. It is, therefore, suggested that the Central and the Provincial Ministers for Education should immediately intervene in the affair and insure that students get admission in the colleges they desire.

4. HUSSAIN, Syed Iqbal. Dehi Ilaqon Mein Ta'aleemi Sahulatein (Educational Facilities in Rural Areas) --- Mashriq (Karachi) November 20, 1973 (U).

There exist very few educational facilities for the students belonging to rural areas. The result is that parents cannot afford to send their children to schools beyond the primary stage. The few who can do so, send their wards to the city. It is also a fact that the teachers in rural schools are inadequately qualified, trained teachers do not like to be posted in rural schools, and there are few colleges in outlying towns. These colleges have neither adequate staff nor necessary equipment. This adversely affects the standard of education. The colleges in small towns in particular, have no F.Sc. and B.Sc. classes, and so the students desiring to study science make their way to big cities. If immediate steps are not taken by the authorities to improve the sitution, the result would be disastrous for the new educational policy.

5. JAMALI, Fakhruddin. Fake Test for Admission --- Star (Karachi) December 11, 1973.

The Technical Training Center in Karachi has so far no policy for admissions, neither on the basis of marks obtained in the schools or colleges, nor on the strength of admission test. About two thousand boys purchase admission forms at Rs.2.00 a piece for about 200 seats. Fake examinations are, of course, held and the results are manipulated several times so as to accommodate the favorite candidates.

It is said that recently the Director of Labor intervened in the matter, and to accommodate his nominees the list prepared by the Technical Center was changed. This is the only institute in Sind which is run by the Labor Department. Hence all this chaos and mismanagement.

6. KHALID, Abdul Karim. Gharib Talaba Ki A'ala Ta'aleem (Higher Education for Poor Students) --- Musawaat (Lahore) October 17,1973(U).

When the People's Government set out to overhaul the system of education in the country and remove the injustices and contradictions existing in the field of education, every honest man heaved a sigh of relief. Now the authorities of the Punjab University seem to be trying to put the clock back. Despite the repeated assurances of the Prime Minister that every individual of Pakistan will have equal right to educational opportunities, a handful of persons are playing all tricks to maintain their monopoly over education. A recent example is a proposal by the authorities of the Punjab University that would deny the opportunity of higher education to all poor students. It is a fact that the Punjab University has always objected to the introduction of higher education in colleges only to maintain its own monopoly in the field. It has now proposed that the semester system should be introduced only in the Punjab University to the exculusion of all other colleges and educational institutions. This invidious distinction would only create hatred and resentment among the students and lead to the break-down of educational administration.

7. KHULD, Khalid. Ta'aleemi Idarey (Educational Institutions) --- Akhbar-e-Jehan (Karachi) November 28, 1973 (U).

Following the nationalization of private schools, the demand for education has risen out of all proportions but all the schools put together cannot cater to the needs of the students in Karachi. So it is an urgent necessity to open as many schools and colleges as possible in Karachi.

Last year, about fifteen hundred thousand students failed to get admission to schools. This year the situation seems to be worse. More than a year has passed since the nationalization of schools and colleges. The results are, however, not very encouraging. In order to achieve better results, the Education Department has to plan anew. What is urgently needed is to open new schools and colleges in the province and to improve the condition of the existing institutions.

8. MUNIR, Mohammad. Missionery Iskoolon Ko Qoumyaya Jai (Missionary Schools Should Be Nationalized) --- Nawai Waqt (Lahore) October 23, 1973 (U).

Only time will say how far the department of education has succeeded in the implementation of the new education policy. The main object of the nationalization of educational institutions was to save the poor masses from the exploitation of a few. Private institutions extracted money from the poor and the rich alike, while the standard of education continued falling. The nationalization scheme has not only saved the poor from this exploitation but also raised the standard of education.

Missionary schools have, however, been exempted from the take-over, although the standard of education in these institutions is not as high as it is said to be. These schools not only receive heavy tuition fees from the students, but also undermine our ideology.

9. NAQI, Zuhra. Iskoolon Mein Talaba Ki Ta'adaad Barh Gai (Increase in the Number of Students in Schools) --- Imroz (Lahore) October 21, 1973 (U).

The number of students admitted to schools this year is far in excess of that admitted in any previous year. This situation has created an acute shortage of accommodation and has created many problems that require urgent solution. These problems may be solved on two basis, i.e., on emergency basis, and on long-term basis. It would be wise to adopt both methods simultaneously. In a democratic country long-term solution of such problems requires long time, patient plaining, huge expenditure and sincrere implementation. Naturally the results are not quick or spectacular. So we should first turn to emergency solution, which in our case has two aspects, namely, more buildings for schools, and more teachers. Both require urgent attention. Without these we cannot achieve the target of mass literacy in the near future.

10. RIAZ, M.H. College Admission and Their Aftermath --- Morning News (Karachi) October 21, 1973.

All good schools have long resorted to written tests for admitting a student if there is no other way of judging his merit.

Similarly all good colleges have been relying on the marks obtained by the applicant for admission in the last examination. It seems that in this way admissions would come to be restricted only to good students, and the fate of the third divisioners would be doomed for ever.

After nationalization, however, majority of schools and colleges are approaching a uniform standard, and soon the distinction between a good institution and not-so-good one would be wiped out. Soon, all students including the third divisioners, would be sailing in a common academic sea.

There are complaints after becoming government servants, teachers of nationalized schools and colleges have begun losing interest in their profession. This may be one of the reasons why improvement in teaching standards has been slow. The other simple reason may be that there are too few teachers to teach too many subjects to too many students in each class. And the shortage of teaching equipment, especially in the institutions taken over by the government, may also be another contributing factor in the lowering of educational standards.

11. TAFAZZUL, Anis. Naya Ta'aleemi Saal Aur Nae Masail (New Academic Year and New Problems) --- Akhbar-e-Khwateen (Karachi) November 24-30, 1973 (U).

It was not long ago that admission in Professional and Technical colleges was almost impossible. And now the students of Humanities group are facing the same difficulty. The authorities concerned plead the traditional shortage of seats in the educational institutions. There is no denying the fact that majority of students rush to a few good and famed colleges, while the seats in other colleges remain vacant. The students, on their part, complain that even after nationalization the standard of teaching in most of the colleges remains low and unattractive for serious students. The Education Department should either pay special attention to raise the standard of all colleges, or restrict the admission only to the students with first or second division. Meritorious students desperately believe now that the acquiring of good education in a good college depends on good recommendations and good connections and not on merit.

12. USMANI, Sohail Fazil. Naya Ta'aleemi Saal Aur Nai Ta'aleemi Policy (New Academic Session and New Education Policy) --- Hurriyat (Karachi) October 21, 1973 (U).

According to the new education policy, eighty per cent admissions in colleges will be given on the basis of qualifications and fitness, and admission forms will be issued on the production of marksheets. In this way, a student would have his seat reserved only in one college, as against the previous practice of submitting applications for admission in more than one college. To make the procedure more effective, it is suggested that admission should be guaranteed to every student submitting the application.

The greatest problem confronting the nationalized colleges is the dearth of teachers. This situation calls for an urgent attention of the education authorities. It is suggested that the facilities for the training of teachers should be enlarged.

ADULT EDUCATION

13. AHMED, Saleem. Sind Mein Ta'aleem-e-Balighan (Adult Education in Sind) --- Mashriq (Karachi) November 4, 1973 (U).

The People's Government has started a multi-dimensional program of adult education in Sind from the first of November. The object is to educate the adult illiterates particularly in the rural areas. Under this program, about five thousand centers are to be opened in the rural areas. Two teachers have been appointed in every center to educate at least eighty adults. Books and slates are provided free to all who are admitted to these centers.

It was really unfortunate that for the last twenty six years or so no efforts were made to educate the 85 per cent of our population. Education is a basic demand of life, without which no nation can progress. It is hoped that the new scheme of adult education will turn hundreds [illegible] thousands of illiterates into literates and spread the light of [illegible]cation in the remotest corners of the country. The success of this program depends on sincere efforts. If the teachers in the adult centers work zealously, there is no reason why the program should not succeed.

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14. KHATOON, Amna. Adult Education Program and Libraries --- Pakistan Library Bulletin (Karachi) VI (1 & 2): 51-55. September - December, 1973.

The article briefly explains the concept of adult education and its importance in national development. Literacy compaigns are a must for all developing countries. Education and development go hand in hand. Pakistan belongs to the zone that is the home land of 85% of the world's illiterate population. The removal of illiteracy then is a matter of crucial importance. During the last 20 years a number of compaigns were launched to eradicate illiteracy from the country, but they failed because there existed no proper system of public libraries and library facilities for new literates.

It is briefly discussed how a public library can serve the cause of adult education. A number of suggestions have been put forward to make public libraries active centers of adult education.

15. RAZA, Salma. Aaj Ka Ahem Mas'ala - Ta'aleem-e-Balighan (Important Problem of Today - Adult Education) --- Akhbar-e-Jehan (Karachi) November 21, 1973 (U).

For a progressive and prosperous country, universal education is a must. Our government has prepared a plan for the eradication of illiteracy, and more emphasis is now given to adult education. Under this plan, institutions have been opened in different places where educated people are being trained for the promotion of adult education. To educate the adults is more difficult than to educate the children. If our educated people take up the job of eradicating illiteracy on a cooperative basis, we can hope to attain the goal of mass literacy in the near future and at moderate expenditure. If each of us spares an hour each day to teach writing and reading to an illiterate brother, we would be doing the greatest service to the nation.

COMPARATIVE EDUCATION

16. TANVEER, Sardar A. Emerging Programs and Practices of Science Teaching in the Elementary Schools of the United States --- Pakistan Educational Review (Islamabad) Issue No: 14: 82-101. April, 1973.

No one can deny the impact of science on the present-day life. Science education is among the foremost of educational innovations

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in the United States. The 1950's saw a great expansion in the education of science, and philosophers, learning and teaching specialists and child development experts entered the field of elementary school science. These people worked with elementary school teachers, scientists, and science educators and played the most important part in the development of curriculum projects.

To understand the current techniques and practices of science teaching, it is essential to know what science is and to have a complete picture of the new programs in the historical perspective of the development of elementary school science teaching. The writer first explains what science is and then gives a historical over-view of science teaching in the United States. This is followed by a mention of the new programs and practices in science teaching.

CURRICULUM

17. KAMBOH, Mohammed Aslam. Nisab Ki Mahiyat (Nature of Curricula) --- In: Falsafae Ta'aleem-o-Tadween-e-Nisab, 225-274. Lahore, Majeed Book Depot. 1973 (U).

Generally speaking, curricula means courses of studies. In modern times, curricula, the term has a wider connotation and includes all the factors that affect student life both in school and outside school. Education is a social activity and every social activity for which the schools trains the pupils is covered by the curriculum. Curriculum includes teaching of subjects as well as providing for extra-curricular activities. In other words, curriculum covers the overall development of the student.

Curriculum is developed on the basis of philosophy, psychology, and sociology. These three bases are discussed in brief. In the end the Islamic concept of curriculum is presented with reference to history, and it is shown how far we have followed the Islamic system in our present educational curriculum.

18. KAMBOH, Mohammad Aslam. Nisab Ki Tadween Kay Masail (Problems of Curriculum Framing) --- In: Falsafae Ta'aleem-o-Tadween-e-Nisab, 354-383. Lahore, Majeed Book Depot. 1973 (U).

Curriculum framing is a continuous process. Even the best curriculum becomes outdated and useless with the passage of time

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and enlargement of knowledge. Curriculum framing requires constant development. Curriculum development started in Pakistan in 1947. There is a brief mention of the various steps and schemes of curriculum reforms that were tried since the establishment of Pakistan. The problems are discussed under the headings:

1) expansion and change in curriculum;

2) problem of general and special subjects; and

3) problem of science, technology, and mathematics. Suggestions are put forward for curriculum development suitable to our requirements.

It is pointed out that a good curriculum requires good teaching. Research in teaching methods, training of teachers, proper guidance services, effective examination system, small classrooms, and standard textbooks are equally important for good teaching.

19. KAMBOH, Mohammad Aslam. Nisab Ki Tadween Kay Usool (Principles of Curriculum Framing) --- In: Falsafae Ta'aleem-o-Tadween-e-Nisab, 275-317. Lahore, Majeed Book Depot. 1973 (U).

There are definite principles for curriculum making. Pakistan is an ideological state and as such needs ideology as the basis of our curriculum. Educational aims and requirements change with time and, therefore, curriculum also should be flexible and adaptable to the changing requirement of the time. A good curriculum should be an integrated whole, not something aloof and isolated. There should be gradual progress in the subjects. In curriculum framing the interests and needs of students should not be ignored. A good curriculum develops social sense, helps in individual development of students, achieves the aims of education, and has its basis on educational experimentation.

The process of curriculum framing is discussed in detail, and the scope and sequence of curriculum are pointed out. In the end the methods of curriculum framing are dealt with.

20. KAMBOH, Mohammad Aslam. Nisab Ki Tanzeem (Curriculum Planning) --- In: Falsafa Ta'aleem-o-Tadween-o-Nisab, 318-353. Lahore, Majeed Book Depot. 1973 (U).

There are two schools of thought in the field of education as far as planning of curriculum is concerned. One school of thought gives primary importance to subjects of study, relegating students to secondary place. The second school gives all importance to students, and curriculum planning is done with an eye to the interests and needs of students.

Curriculum planning may take different shapes, but in all types some qualities are common. These common qualities are detailed. There are at present four types of curriculum:

1) the subject curriculum;

2) the broad fields curriculum;

3) the core curriculum; and

4) the experience curriculum.

The writer critically examines all these curricula and points out their respective merits and defects. It is emphasized that in advanced countries the first importance is given to experience curriculum and to core curriculum.

DEVELOPMENT OF EDUCATION

21. Central Bureau of Education. Yearbook for 1972-73 --- Islamabad, Central Bureau of Education. 39p. December, 1973.

This is the annual report of the activities of the Ministry of Education, Government of Pakistan. It gives an overall picture of various departments of the Ministry of Education and the working and implementation of education policies of the government.

The information is provided under the headings:

1) implementation of education policy;

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2) educational expenditure;

3) elementary education;

4) secondary and higher-secondary education;

5) higher education;

6) teacher training;

7) other types of education;

8) adult and follow-up education;

9) curriculum development and textbooks production;

10) instructional technology;

11) visits of teachers/students to and from foreign countries;

12) scholarships/fellowships;

13) student welfare and internal scholarships;

14) games and sports;

15) boy scouts and girl guides;

16) learned bodies;

17) art and culture;

18) attached departments; and

19) subordinate offices.

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22. SAYEED, Khwaja Amjad. Baluchistan Mein Ta'aleemi Sahulatein (Educational Facilities in Baluchistan) --- Nawai Waqt (Lahore) October 20, 1973 (U).

There is only one University in Baluchistan where M. A. degree is conferred in fourteen subjects. There are six Degree Colleges, three Inter Colleges, seventyfour High Schools, one hundred and sixtysix Middle Schools, and one thousand five hundred and sixtyseven Primary Schools in the Province. Besides, there is one Commercial Institute and one Polytechnic Institute in Quetta. One Medical College has been recently started in Bolan. There is a need to speed up the program of adult education.

What is more important, we should adopt a better system for the training of teachers. It is surprising that the number of teachers in some of the schools in the province is greater than that of the students. There is also the need for making education more purposeful.

EDUCATION GOALS

23. IQBAL (Mrs.) Kishwar. Ta'aleem Kay Maqasid (Aims of Education) --- In: Falsafae Ta'aleem-o-Tadween-e-Nisab, 31-58. Lahore, Majeed Book Depot. 1973 (U).

There are as many difinitions of education as there are opinions about the aims and objects of education. For some the aim of education is the building of character, for others it is the preparation for fuller life, and for still others its aim is to build a healthy mind in a healthy body. The writer briefly discusses some of the aims of education that are universally popular, and presents a composite aim of education.

The aims discussed are:

1) education for economic betterment;

2) education for the sake of education;

3) education for balanced development and

4) education for moral and social development.

These aims have been briefly examined with their criticism. The composite aim of education is adaptation to environment which includes agreement with environment, reconstruction of environment, and proper emotional training. The aims of secondary education have also been briefly discussed.

24. KALIM, M. Siddiq. Attitude Function --- Pakistan Times (Lahore) December 2, 1973.

Attitude function is the most important aspect of our educational system. It has to be developed right from the beginning. Certain attitudes are basic to all human beings, and once these are lost sight of, all citizens suffer, including those who are not even directly responsible for bringing about a deterioration in national behavior.

The foremost of these attitudes is respect for the elders, traditions, and national heritage. Educational curriculum has to reflect all these aspirations as well create proper attitudes among the young boys and girls. It must acquiant them with our world, neither creating unnecessary pride nor a sense of inferiority. It must teach them to love their soil and remain emotionally attached to it.

All these basic attitudes are created mainly by two agencies, homes and academic institutions. Parents and teachers should not only teach these virtues to the young, but also inculcate these qualities in them by their own example. As it is, knowledge is now treated at the level of information, which in most cases remains unchewed and undigested. Students are unable to acquire a scientific attitude even while they are students of science; and their approach to the problems remains emotional and outdated. As they never learn to analyze, they are unable to evolve a creative synthesis, which is necessary for scientific discoveries.

EDUCATION REFORMS

25. AHMED, Bashir. Enlightened Steps Towards Mass Education --- Dawn (Karachi) October 20, 1973.

The new education policy is a great leap forward in the field of education both qualitatively and quantitatively. Parents of

children of school-going age have been relieved of a heavy financial burden in the shape of tuition fees. The monopoly of the privileged class in respect of access to institutions of higher and professional education has been broken.

The opening of new faculties, medical and other professional institutions, and similar measures have enlarged the scope of purposeful education. At lower levels the introduction of agro-technical courses promise to benefit a fairly large number of students who cannot afford to study beyond the middle or higher school. Provision of low-priced books for medical and engineering students is another achievement. Of far-reaching importance are the setting up of new education boards, opening of new universities, establishment of the open university, formation of the National Service Corps and the National Sports Trust, and the provision of network of public libraries in the remotest corners of the country. All promise a bright future for education in this land.

26. NIAZI, G.Y.K. Education Reforms --- Pakistan Times (Lahore) November 5, 1973.

The projected reforms in the education administration of the Punjab have been criticized on three grounds:

1) The change in the existing set-up from a regional to a divisional level. Under the present regional administrative system the public and the employees of the education department of far-flung areas have to look to Lahore for so many things. Under the new administrative set-up, they will have to go no further than their divisional headquarters.

2) The change will entail a heavier financial burden. This will not happen, because if the existing personnel of the offices of the two Directorates plus the staff of the 10 divisional inspectorates are pooled, a lot of money will be available for the offices of the DPI and the District Inspectors.

3) The third criticism relates to the reservation of a post of Director for a woman appointee. This objection rests on theological grounds. But women constitute one-third of the total academic population of the Province, and are thus justified in demanding the reservation of two posts of Directors instead of one for women. It is not fair to discriminate against them purely on grounds of sex.

EXAMINATIONS

27. BEG, Farooq. Imtehanaat Mein Naql Navisi Kaisey Khatm Ki Jai (How to Stop Cheating in Examinations) --- Nawai Waqt (Lahore) October 23, 1973 (U).

The evil of copying in examination halls is spreading like wild fire. Majority of students indulge in this habit as a matter of course, without caring a pin for the invigilators. One of the reasons why students hold the invigilators in such scant respect is that the latter themselves are young men fresh from the college or university and lack the authority that goes with age. Moreover, in all probability these men might have behaved in much the same way in their own school days. It is, therefore, suggested that men of experience and commanding personality should be entrusted with the work of invigilation in examination halls.

The use of unfair means in examination halls should be curbed by the strong hands, as otherwise, school and college examinations would become a farce.

28. HAIDER, Masood. Is semester Panacea for All Ills ? --- Morning News (Karachi) December 21, 1973.

After years of thinking and planning, the University of Karachi has at last decided to introduce the Semester System of examination. The new system is expected to strengthen teacher-student relationship and raise the status of teachers. Earlier, the students were rather indifferent to their lecturers and professors, but this indifference has grown to such an extent that communication between the two has become virtually impossible. The new system will help bridge this communication gap. A student will have to study throughout the year to keep ready for the monthly tests. While the majority of students seem to be happy at the prospective change, there is a silent minority which resents it.

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One of the main arguments of the opponents of the system is that it would just not work because of the perennial shortage of books. Secondly, it is argued that implementation of the system would be impossible with the present teacher-student ratio.

The idea of the review committee does not appeal to many teachers. They feel it would contribute only to worsen the teacher-student relationship. The teachers would never like a watchdog to keep a check on them. It would lower their dignity.

29. SHAH, Manzoor Alam. Imtehaan (Examination) --- Sanuvi Ta'aleem (Lahore) 7(3): 29-38. December, 1973 (U).

It is very often weak students who complain against teachers. Perhaps their complaint is actually against the system of examination, because a teacher seldom works against the interest of his pupils. Usually, all students do not like the conception of examination, and all feel nervous at its very thought. The fear of examination soon flowers into hatered for education. We can, of course, discard the system of examination, but unfortunately there is no other way of judging the attainments of the students.

Advanced countries have brought about revolutionary changes in the examination system. In the new methods there is no element of chance for students, nor any possibility of the subjective view of the teacher affecting the results. It is high time we adopted the new examination methods. The salient features of the new examination methods are briefly explained.

30. SIDDIQI, Shahid Hasan. Imtehanaat Ka Moujuda Farsuda Nizam (Present Outdated Examination System) --- Jang (Karachi) October 23, 1973 (U).

The present system of examinations has become outdated, and has ceased to be a reliable test of the capabilities and intelligence of the students. Only those can do well in the examination whose memory is sharp and who can digest every lesson they read. Most of the students turn to skip over their books, or usually read the solved papers, just on the eve of the examination and come out successful in the gamble.

This defective system has also lowered the standard of education considerably. It is, of course, difficult to implement immediately the steps suggested in the new Education Policy (1972-1980) and revolutionize the present system of examination. But it has to be done sooner or later, as otherwise the standard of teaching and learning would continue to fall.

31. TAFAZZUL, Anis. Imtehaan Mein Naqalbazi (Cheating in Examination) --- Akhbar-e-Khwateen (Karachi) October 22-28, 1973 (U).

Figures show that about 40 per cent students in Europe, the United States, and Asia resort to cheating in the examinations. Teachers estimate that 35 per cent of students who try to cheat are caught red-handed every year, and the rest go undetected. In Pakistan too, the conditions are no less alarming. There is not a single center in the country where the students are fair and honest in the examination hall. Attempts have been made to curb this evil practice but nothing has been achieved so far. It is generally believed that the root cause of this evil lies in the system of examination that encourages the students to be dishonest. If this is true, cheating in examination halls can be stopped only by drastically changing the system of examination in our country.

HIGHER EDUCATION

32. AHMED, Sultana. University Mein Naya Shoba - Pakistan Studies (New Department in University - Pakistan Studies) --- Musawaat (Lahore) October 7, 1973 (U).

The Punjab University has decided to open a department of Pakistan Studies. The object of the new department is to awaken the conscience of the new generation which was too young to take part in the struggle for Pakistan and is the product of the post-Pakistan period. There is no doubt that the opening of the department of Pakistan Studies is a good omen, and this should have been done much earlier. It is heartening to see that a ten-member committee has already been formed. This Committee will prepare the syllabus and draw up a working plan for the department. This work should be started as soon as possible and the arrangements should be completed before the beginning of the session.

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33. Bureau of Education. Directory of Colleges in Punjab --- Lahore, the Bureau of Education. 27p. October, 1973.

The statistical information presented in the directory is compiled by the Bureau and covers information about colleges in the Punjab.

The information is presented in 6 chapters. The first five chapters provide by division information about arts and science colleges. The information is further classified by district. Each entry contains name of the college, telephone number, and the date of establishment. The last chapter contains information about teachers training colleges, professional colleges, and medical colleges.

34. BUTT, Mahmood. Academic Autonomy and Accountability of Higher Education in Pakistan --- Pakistan Educational Review (Islamabad) Issue No. 14 : 1-29. April, 1973.

The main issues involved in the matter of academic autonomy and accountability are quite old and can be traced back to the earliest experiements in the setting up and maintaining of the institutions of higher learning. These issues have been resolved variously by different societies at different stages in their historical development. In this paper the writer has first presented the various responses to the issue of academic autonomy and accountability ranging from the classical academic position to a historically more recent past that advocates involvement of the institutions of higher learning in a radical reconstruction of societies. Next, the writer has explored the burden of our heritage in this field in relation to Pakistan and suggested some measures for the seventies which will help evolve a symbolic relationship between the higher educational setup on one hand, and the state and society at large on the other.

The subject is discussed under the headings: 1) traditional role of higher education; 2) the burden of our heritage in Pakistan; 3) colonial model of higher education; 4) post-independent developments; and 5) a look into the future.

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35. KHAN, Abid. University Research --- Pakistan Times (Lahore) November 3, 1973.

Universities the world over are seats of higher teaching and research. 'Publish or perish' is the motto of the universities in the advanced countries, such as USA. The academic staff of the universities in these countries does not have the 'security of service' enjoyed by our university teachers. The security of their service depends on their teaching ability and published research work. In the Punjab University - as indeed in all our universities - once a teacher is confirmed in service, he can afford to rest on his oars under the plea of'security of service'. He is under no obligation to undertake or promote research work.

A teacher can claim the respect of the taught and society at large only when he proves his seriousness of purpose and devotion to duty which, in the case of university teachers, should be evidenced not only by their performance in the classroom but also by their research output. It is hard to understand what contribution is being made to the improvement of the academic atmosphere in the Punjab University by teachers who have been abroad on Scholarships and fellowships for long periods and have failed to get even a certificate or a diploma in their branch of study.

ISLAMIC EDUCATION

36. AMIN, Shaikh Pervaiz. Teaching of Quran --- Dawn (Karachi) October 19, 1973.

It is astonishing that the reading of the Holy Quran is not taught in primary, middle or high schools. The result is that when they come out of the high school most of the students cannot read a word of the Holy Book. This is the situation twentyfive years after the establishment of Pakistan. It is, therefore, in the fitness of thing to make the teaching of the Holy Quran compulsory at all levels of school education. In other words, a student should be in a position to read the Holy Quran and understand its meaning by the time he finishes the school education. Along with this, the life and teachings of the Holy Prophet (peace be upon him) should also be included in the school curriculum.

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37. KAMBOH, Mohammad Aslam. Ta'aleem Ka Islami Nuqtae Nazar (Islamic Idea of Education) --- In: Falsafae Ta'aleem-o-Tadween-e-Nisab, 59-77. Lahore, Majeed Book Depot. 197? (U).

Education protects and develops the culture of the society. As one society differs from the other, so do education systems. Our society is based on Islamic ideology, and so our educational system should be based on the Islamic system of education. The acquisition of knowledge is obligatory in Islam. The basic purpose of Islamic education is obedience to God, which means adherence to the tenets of Islam. In Islam education is not the end in itself; it is a means to an end, and the end is Islamic ideology including Islamic culture and civilization. The different interpretations of Islamic education are explained.

In the Islamic curriculum for education there should be no basic difference between the mundane and religious activities of man. The final object is the development of character, and so the school should be the training ground for this purpose.

LIBRARIES

38. AHMED, Majeed. National Library --- Pakistan Times (Lahore) November 22, 1973.

It is gratifying to see that the present government devoted to an all-round development of the country. A great hurdle in the way of development is the non-availability of literature to students, teachers, and research scholars in the universities and research establishments. There is no national reference library in the country where one can get material not available in ordinary libraries. The government should establish immediately a comprehensive National Reference Library on the lines of the Library of Congress in the USA. It should have all the current journals with complete back-numbers and all the important reference books covering all branches of science, and technology, social sciences, arts, humanities, and law. Attached to the National Reference Library there should be a library information service with facilities for xeroxing and supplying speedily xeroxed copies of scientific papers to the research scholars in the country.

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39. BARI, Mazhar. A Profession of Educational Rejects --- Morning News (Karachi) November 18, 1973.

> Gone are the days when librarians used to be scholars in their own right. The introduction of normal schooling in library techniques and the introduction of degree courses in university and colleges have completely changed the situation. This change has been phenomenal. It has been more so in Pakistan and more rapid in Pakistan than anywhere else in the world because the purpose and direction invariably leads to such anti-climax.
>
> It may shock many observers, but the fact of the matter is that librarianship has become a profession of educational rejects, intellectual outcasts, and social unfits. Library schools fail to demand of prospective entrants excellent academic performance and impressive educational record. There is a growing danger of library schools being pushed into intellectual sterility if the raison d' etre of these schools continues to be the teaching of techniques of librarianship rather than the theory and purpose of libraries.

LITERACY

40. ALI, Wazir. Education for Full Employment --- Outlook (Karachi) November 17, 1973.

> The National Literacy Foundation has suggested a useful project to remove illiteracy from the country. A few salient features of this project are as follows:
>
> 1) The foundation would provide both teachers and school supervision to any community that would find accommodation for a primary school for their children.
>
> 2) Primary school hours would be reduced from six to three. This would not only halve the teaching costs by enabling one teacher to take two classes in a day, but also leave hours a day for the children to help their parents.

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3) Primary schools would be utilized as adult education centers, and primary education would not be allowed to suffer because of division of funds to adult education.

4) Primary and Middle schools would become the responsibility of the municipal bodies.

5) Technical education would be a major part of the curriculum from the Middle school.

6) There would be two kinds of High schools one for technicians and mechanics, and the other for a mixed scientific and cultural curriculum.

7) Similarly, there would be three kinds of colleges.

8) No tuition fees would be charged at any stage of education.

PHILOSOPHY OF EDUCATION

41. IQBAL (Mrs.) Kishwar. Ta'aleem Ki Mahiyat (Nature of Education) --- In: Falsafae Ta'aleem-o-Tadween-e-Nisab, 13-70. Lahore, Majeed Book Depot. 1973 (U).

Education is defined in various ways by various philosophers and educationists. For some it is overall development of human personality and others hold that it makes a man perfect.

Plato is the first philosopher who has greatly influenced Western thought. To Plato, education is a means for the development of society. A brief criticism of this theory is given. Rousseau differed with this idea and thought the development of the individual personality as the main function of education. There is a brief discussion of the definitions of education as given by Kant, Heigel, and Dewey. Islamic idea of education is also presented.

The writer discusses the scope of education and explains whether education is an art or science.

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42. KHAN, Zafar Hussain. Female Education --- In:Plato's Ideas and Present-Day Education, 78-85. Karachi, Pakistan Historical Society. 1973.

For Plato's ideas about the education of women, we mostly rely on his 'Republic'. He believes that the education of women should be the same as the education of men. Plato advocated an ideal state. He wants to develop the unique and positive capacities of women which can be utilized in making definite contribution to the life of the ideal state through social institutions like home, school, church, army, law courts, etc.

The writer examines the positive functions of women in relation to planned civic life. First come the biological and social functions at the different stages of their life. Each of these should receive special educational care. A brief analysis of female education at different stages of life is given at the end.

43. KHAN, Zafar Hussain. Plato's Concept of Education --- In: Plato's Ideas and Present-Day Education, 32. Karachi, Pakistan Historical Society. 1973.

Plato is the first known thinker who has laid emphasis on the importance and utility of education. The modern concept of education and the Greek view of education are briefly discussed followed by Plato's theories of education.

Plato is quite definite in his view about the aim of education. He believes that education means a great deal more than the mere imparting of information. It involves the re-direction of the whole personality. The main problem of education is to discover how to provide the individual with the most suitable kind of environment. The writer discusses at length the various features of Plato's educational philosophy and its impact on the present-day education with special reference to Pakistan.

44. KHAN, Zafar Hussain. Plato's Theory and Present Day Education --- In: Plato's Ideas and Present-Day Education, 86-104. Karachi, Pakistan Historical Society. 1974.

For various reasons, it is extremely difficult to compare and contrast the Platonic scheme with the present-day educational

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system. There are basic differences between the life in Plato's days and our own life. The main difference may be expressed partly in terms of number, space, and time. Our political, economic, and social world is bigger than Plato's. The difference between the thinking and perspectives of the two ages is explained, and it is concluded that because of this difference, certain features of his educational theories are inapplicable to the present-day system of school education.

Leaving aside these differences, the writer discusses the extent to which Platonic principles of education are followed in Pakistan with special reference to infant education, primary education, secondary education, postgraduate education, and adult education.

45. QADIR, Qazi Abdul. Falsafa Aur Falsafae Ta'aleem (Philosophy and Philosophy of Education) --- In: Ta'aleem Aur Falsafae Ta'aleem, 17-44. Karachi, Kifayat Academy. June, 1973 (U).

Education has ever remained subject to criticism. Sometimes we criticize the curriculum, sometimes the examination system, sometimes the role of teacher and the character of students, and sometimes the aims of education. This criticism is actually a search for a better and more useful system of education. This search brings us to the philosophy of education which deals with meta-educational problems.

The subject is discussed under the headings:

1) meaning and problems;

2) philosophy of education;

3) meta-education as philosophy;

4) philosophy as a system of thought;

5) problems of life and philosophy;

6) philosophy as a process and method;

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7) form and content of education;

8) interpretations of the definations of education;

9) further clarification of philosophy of education;

10) meaning of standard education;

11) constructive aspects of philosophy of education; and

12) critical aspects of philosophy of education.

46. QADIR, Qazi Abdul. Fitrat-e-Insani Aur Ta'aleem (Human Nature and Education) --- In: Ta'aleem Aur Falsafae Ta'aleem, 64-85. Karachi, Kifayat Academy. June, 1973 (U).

Man has both body and mind. The question is which one of the two takes precedence of the other as for as education is concerned, and what mutual relation exists between the mind and the body. Some thinkers give precedence to mind and others to body.

The writer discusses the subject under the headings:

1) mind-body problem;

2) mind-body interactionism;

3) mind-body parallalism;

4) double-aspect theory of mind-body relation;

5) mind-body dualism and education;

6) monistic theories;

7) original human nature and education;

8) human nature and education;

9) freedom and education.

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47. QADIR, Qazi Abdul. Ilmiyaat Aur Ta'aleem (Epistemology and Education) --- In: Ta'aleem Aur Falsafae Ta'aleem, 86-105. Karachi, Kifayat Academy. June, 1973 (U).

Epistemology is the branch of philosophy which tells us how knowledge is acquired, and what the truth and validity of knowledge are. There are four points of view as to how knowledge is acquired. They are:

1) authoritarianism;

2) rationalism;

3) empericism; and

4) invitionism.

These views have been briefly explained, and the ideas of different philosophers who propounded these hypotheses have been discussed.

The truth and validity of knowledge has been discussed, and three theories have been presented: 1) truth and correspondence; 2) coherence theory of truth; and 3) pragmatic theory of truth. These three theories are explained with reference to educational activity.

48. QADIR, Qazi Abdul. Ta'aleem Aur Aqdar (Education and Values) --- In: Ta'aleem Aur Falsafae Ta'aleem, 174-215. Karachi, Kifayat Academy, June, 1973 (U).

The problem of education is actually the problem of values, and values are a big subject. In simple words, it is "want fulfilment". Want fulfilment may be understood either in its broader sense or in its limited sense; want fulfilment may be individual or collective.

The subject of education and values is discussed under the headings: 1) want fulfilment and the individual; 2) value, intrinsic and functional; 3) values and conflicts; 4) negative and positive values; 5) values, subjective or objective; 6) educational values and aims; 7) educational aims and educational methods; 8) moral values and education; 9) moral values and philosophy of education; 10) ethics and teachers;

11) professional ethics; 12) teaching profession and Islamic history; 13) the teaching profession; 14) professional responsibilities of the teacher; 15) esthetic values; 16) education and esthetics; 17) art and school; and 18) teaching of art and philosophical issues.

49. QADIR, Qazi Abdul. Ta'aleem Aur Falsafiyana Nizamaat (Education and Philosophical System) --- In: Ta'aleem Aur Falsafae Ta'aleem, 106-173. Karachi, Kifayat Academy. June, 1973 (U).

All philosophical systems in one way or other influence education. However, some systems have no direct bearing on education, like philosophy of logical positivism and linguistic analysis. The protagonists of these philosophies have contributed nothing separately on philosophy of education, but their analytical thoughts have definitely shown new approaches to the philosophy of education. Then there are philosophies of idealism, realism, pragmatism and existentialism, which have their direct bearing on educational ideas.

These various philosophies are briefly discussed, and it is shown how far they have influenced education. The contributions of Plato, Aristotle, Heigel, Russel, James, Dewey, Sartre, and others in the field of education are pointed out.

50. QADIR, Qazi Abdul. Ta'aleem Ki Mabaduttabiyati Asass (Metaphisical Basis of Education) --- In: Ta'aleem Aur Falsafae Ta'aleem, 45-63. Karachi Kifayat Academy. June, 1973 (U).

The analysis of education leads us to the philosophy of life that is, metaphysics. The concept of metaphysics is briefly discussed and the metaphysical basis of education is explained.

The subject 'metaphysical problems and education' is discussed under the headings: 1) appearance and reality; 2) permenance and change; 3) the novel and the primordial; 4) the particular and the universal; and 5) the natural and the supernatural. Under the first heading the ideas of Plato, Kant and Bradley have been discussed. The ideas of Aristotle, Ibn Maskawaih and Imam Ghazali have been explained under the second heading. Under the third, fourth, and fifth headings the ideas of Iqbal, Zakir Hussain, and Mohammed Mahmood Ahmed have been mentioned briefly.

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51. QADIR, Qazi Abdul. Ta'aleem Mazhab Aur Islami Nazariyae Hayaat (Education, Religion and Islamic Ideology) --- In: Ta'aleem Aur Falsafae Ta'aleem, 216-247. Karachi, Kifayat Academy. June, 1973 (U).

In many countries religion plays a profound part in social affairs. This part is direct and indirect as well as good and bad. Similarly, religion also influences education both positively and negatively. In Pakistan it has always been a moot point what part religion should play in national life starting from education to economic planning.

The writer has discussed the topic under the headings: 1) religion; 2) religious experience; 3) place of reason in religion; 4) Islamic ideology; 5) prayer and social consciousness; 6) the Zakat and economic justice; 7) the Zakat and its social effects; 8) Muslim society and education; 9) education and administrative revolution; 10) Muslim society and education in former days; and 11) Pakistani ideology and education.

52. QADIR, Qazi Abdul. Ta'aleemi Tanazur (Educational Perspectives) --- In: Ta'aleem Aur Falsafae Ta'aleem, 291-353. Karachi, Kifayat Academy. June, 1973 (U).

The writer discusses the salient features of educational philosophies of Plato, Aristotle, Ibne Miskawayh, Al-Ghazali, Ibne Khaldun, Jean Jacques Rousseau, Sir Syed Ahmed Khan, Pestalozzi, and Zakir Hussain.

The ideas of Plato are discussed under the headings: 1) Plato's principles of education; 2) education as training for leadership; and 3) Platonic educational system. Aristotle's philosophy of education is discussed under the headings: 1) philosophy of Aristotle; 2) epistemology and metaphysics; and 3) morality and education. In the case of Ibne Miskawayh the discussion proceeds under the headings: 1) educational thoughts; and 2) the syllabus and in the case of Imam Ghazali, under the headings: 1) educational reforms; 2) kinds of learning and the method of education and training; 3) duties of the student; and 4) duties of the teacher. Ibne Khuldum's philosophy of education is dealt with under the headings: 1) educational thoughts; and 2) instructions for the student. Rousseau's ideas are detailed under the headings: 1) educational ideas; 2) freedom and compulsion in education; 3) training method of latent senses; and 4) painting and calligraphy. Sir Syed Ahmed Khan's philosophy of education is discussed under the headings: 1) educational efforts and the Aligarh movement; 2) educational ideas; 3) education and training; 4) training of children's and 5) women's education.

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For Pestalozzi, the heads of discussion are: 1) educational ideas; 2) knowledge and action; and 3) new meaning of education. The contribution of Zakir Hussain is discussed under the headings: 1) educational ideas, Muslim nationality and education; 2) education and students; and 3) basic education.

PSYCHOLOGY

53. FAROOQI, Ibadullah. Bachchay Jhoot Kiun Boltay Hein (Why Children Tell a Lie) --- Ta'aleem-o-Tadrees (Lahore) 7(1): 33-43. October, 1973 (U).

Formation of good habits is the ultimate goal of education. Habit-forming starts from the school, and many of the habits are formed by the time the child completes the fifteenth year of his age. It is, therefore, necessary that the process of developing sound habits and good character should start from the early age. Good habits can be formed by training and proper attention. In behavior truthfulness is of basic importance.

Truthfulness is not something inborn; it comes by experience and practice. There are various reasons why a child tells a lie. Sometimes it is fear, sometimes a desire to impress others, and sometimes yearning for an objective. There is a brief discussion of how the teachers and parents themselves should act and behave in order to instil truthfulness into the child.

54. KALIM, M. Siddiq. Councelling and Guidance --- Pakistan Times (Lahore) October 28, 1973.

The concept of counselling and guidance is not new to this country. Today, more than ever, it is essential that such services as this are provided to students in all educational institutions. These days when aspirations are not matched with capabilities, and no effort is made to relate one's ambitions to one's actually realizable qualities, such guidance and counselling are the one thing that is required.

The counseller should be taken seriously and the student and parent should respect his advice. The counseller should possess the expertise, be sympathetic, and take himself only

as an adviser. If he starts pulling his weight around, it will certainly spoil the game. Generally speaking, we have two types of students; those whose ego is overinflated and those who are overweening and overambitious. The normal decent, and self confident students are in a minority. The majority think that they know better about their own future. Examination the greatest ruin of this psycholocially maladjusted youth. Proper guidance by trained counsellers will enable them to see themselves in their true colors.

SOCIOLOGY

55. KAZMI, Ali Shabbar. Ta'aleem Aur Maeeshat (Education and Economy) --- In: Falsafae Ta'aleem-o-Tadween-e-Nisab, 159-198. Lahore, Majeed Book Depot. 1973 (U).

Education is directly related to jobs. Good and bad jobs and the nature of earning are determined by the standard of education. One gets more from education than one spends on it. It is an undisputed fact that education increases national income as well as the capabilities of man. Education is a profitable investment and is no more a waste of money. Man is a sort of capital and develops with the help of education. Some suggestions are made about primary education and adult education for the improvement and expansion of human capital.

Education helps in developing human resources by enabling man to do certain things, by preparing him for professions, and by improving the quality of his training for employment. It is suggested that education should be provided under a plan that serves the national objectives of manpower.

56. KAZMI, Ali Shabbar. Ta'aleem Aur Saqafat (Education and Culture) --- In: Falsafae Ta'aleem-o-Tadween-e-Nisab, 115-158. Lahore, Majeed Book Depot. 1973 (U).

The concept and nature of culture are explained. There is a discussion on the relationship between the individual and culture, and some light is thrown on collective culture. The basic elements of Pakistani culture are briefly discussed. The factors that have affected Pakistani culture are: 1) Islamic culture; 2) local culture; 3) English culture; and 4) international culture. These four elements go to make modern Pakistani culture.

Education itself is a cultural process, and it starts from school. The school has three functions to perform in this respect: 1) to preserve and transmit cultural heritage; 2) to bring about change in culture; and 3) to fill the gaps between individual cultures. These three functions are discussed briefly, and the cultural responsibilities of the teacher are explained.

57. KAZMI, Ali Shabbar. Ta'aleem Aur Siyasat (Education and Politics) --- In: Falsafae Ta'aleem-o-Tadween-e-Nisab, 199-221. Lahore, Majeed Book Depot. 1973 (U).

Education plays an important part in creating political consciousness. However, this depends on the degree of freedom the educational institution enjoy. Educational system also reflects the system of government. It is briefly discussed how education fares in an autocratic government, in oligarchy and in democracy.

Education has three direct functions in relation to government; 1) preparing public opinion; 2) creating national unity; and 3) training in leadership. These three functions of education are discussed briefly. Government controls education through curriculum, textbooks, examinations, and training of teachers. It is explained how this control operates. Education's role in international understanding is also discussed. In the end the political responsibilities of students are mentioned.

58. QADIR, Qazi Abdul. Ma'ashra, Maeeshat Aur Nizam-e-Ta'aleem (Society, Economy and Educational System) --- In: Ta'aleem Aur Falsafae Ta'aleem, 248-290. Karachi, Kifayat Academy. June,1973 (U).

Education should conform to the sociological requirements. It is first necessary to ascertain whether our educational system conforms to our social values. If it does not, the society becomes the prey of cognitive dissonance.

The writer discusses the relationship of society and economy with educational system under the headings: 1) society: a definition; 2) society and purpose; 3) social dynamics; 4) the home or the family; 5) social classes and education; 6) society, economy, and education; 7) capitalist society and education; 8) education and economy; 9) communist society and education; 10) atheism and education; 11) science and technology in communist education; and 12) Pakistani society and education.

STUDENTS' PROBLEMS

59. AHMAD, Ghalib. Students' Unrest --- Pakistan Educational Review (Islamabad) Issue No.14: 53-64. April,1973.

The phenomenon of students' unrest is common in developed as well as under-developed countries. Every underdeveloped country has its own specific socio-economic and cultural problems, and therefore, the causes of students' unrest have to be viewed against the perspective of the whole structure of society and the physical, mental, emotional, and spiritual pressures on the personality of the students.

First the writer has discussed the factors of students' personality with reference to analysis of the family life of the students and to our educational system and the entire environmental set up of our present-day society. Next certain remedial actions and related proposals have been suggested for the improvement in the psychological as well as environmental setup of our student community so that the present state of unrest may subside, and the students' energy is diverted into purposeful and healthy channels of activity.

60. ARSHAD, Bashir Ahmed. Talaba Aur Hamari Darsgahein (Students and Our Educational Institutions) --- Mashriq (Karachi) October 26, 1973 (U).

It is a time-honoured advice that students should not take active part in politics. This is largely a good piece of advice. Students belonging particularly to college and universities cannot remain detached from the politics of their country. But it would be better for them and their country if they take only academic interest in politics for the time being.

It is observed that they jump into politics as the elections for their Unions draw nearer and are swept off their feet by the cross currents of politics. This should not be allowed to happen. For examples, the use of loud speakers and taking out of processions should be prohibited for election purposes. In this way the peace of educational institutions can be maintained and the bad elements can be stopped from playing mischief.

TEACHER EDUCATION

61. SADHEL, Mehr Rahim Bakhsh. Teacher Education --- Pakistan Educational Review (Islamabad) Issue No.14: 38-41. April, 1973.

The most important factor in national development is education. Education, to be worthwhile, requires the services of competent teachers. It is a sad state of affair that our teachers present a pitiable picture both in their status and competence. The most distressing feature of our system is that education is entrusted to low-qualified personnel, especially at the elementary stage. A matriculate with one year's training cannot be expected to grasp all the implications of the various adjuncts of the curriculum. Basic academic qualification for entry into teaching profession should be intermediate coupled with two years of professional training. For the secondary stage the prevalent procedure is correct, but the period of teacher training should be increased by another year.

The writer lays emphasis on in-service training of the teachers. Some suggestions have been put forward for the betterment of the economic conditions of our teacher community, such as the provision of free education up to university level for teachers' children. The role of teachers organizations is also discussed at the end.

TEACHERS

62. ABBASI, Mamunur Rashid. Qoumyai Gai Iskoolon Kay Asateza (Teachers of Nationalized Schools) --- Nawai Waqt (Lahore) October 30, 1973 (U).

More than a year has passed since the nationalization of private schools, but the problems and grievances of teachers still remain unsolved. Problems like the fixation of grade, training for the untrained, service conditions, pensions, appointment rules, are no nearer to solution than they were a year ago. These problems have created much disappointment and discontent among the teachers. The government and the authorities concerned are fully aware of the situation and seem to enjoy their masterly inactivity in this field. In these circumstances nobody can say when contentment and happiness to the teacher community of the nationalized schools will come. One can but hope that the authorities will wake up to the realities of the situation and do something to bring comfort to the teachers of the nationalized schools.

63. BANO, Ishrat. School Kay Asateza (School Teachers) --- Nawai Waqt (Lahore) October 11, 1973 (U).

All private schools and colleges were nationalized by the Government in October last year, and this step was welcomed by all sections of people. The school teachers were also jubilant that their future would soon be brightened and their old grievances would be redressed. The promise to revise the pay-scales and provide other facilities to them, however, still remains unfulfilled to this day. This has naturally created frustration in the teaching community. Not only the revised pay-scales have been with-held from the teachers, but also the vacant posts have not been filled by newcomers. No reason has been given to justify this irregularity and inefficiency. There seems to be no justification for breaking the promises made to the school teachers especially when most of the demands of the college and university teachers have been met.

64. HODA, Nasimul. Retirement of Teachers --- Morning News (Karachi) October 13, 1973.

It is understood that all the teachers of nationalized schools who have completed 55 years of their age or put in 25 years of service will be retired by the end of this month. This is a very alarming piece of news. While in private institutions, they had the privilege of serving as long as their health permitted, They had never thought of being thrown out of employment so abruptly. One wonders where hundreds of these teachers and their dependents will go. It would create a problem for the government too. All government servants with sufficient length of service to their credit are entitled to pension after retirement. But these teachers were absorbed in government service only a year ago, i.e., on September 1, 1972. If their total service in Pakistan is counted and full pension is given to them, they will easily agree to their retirement. The schools were nationalised in the interest of the teachers and the students. To throw the former out of job would be contrary to the spirit of the scheme, because they were guaranteed security of service and old-age pension. Besides, the retirement of experienced teachers en mass will, create a big gap in the educational set-up and sharply bring down the standard of education.

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65. HUSAIN (Miss) Hurrah Fida. The Youth of Today --- Leader (Karachi) October 19, 1973.

It is the teachers who are responsible for the character - building and grooming of the youth. But nowadays teachers are doing justice neither to their profession nor to their students. This is so because young men fresh from the University are appointed as teachers, although they have no grounding in or knowledge of the art of teaching. This situation has widened the gulf between the teacher and the scholar to a dangerous extent. What is, therefore, needed is to give thorough training to the teachers before their entry into this profession, because without such training they can have no idea of the intricacies of the profession and the importance of the work.

66. HUSAIN, Syed Iqbal. Ustadon Ki Betawjjohi Aur Naqis Nizam-e-Ta'aleem (Indifference of Teachers and Faulty Education System) --- Mashriq (Karachi) October 12, 1973 (U).

It is now clear that the education of students remains incomplete because of the lack of guidance and attention from their teachers. Mere memorizing of textbooks and getting through the examinations does not constitute the mental growth of students. The inherent defect of our system of education is that there is no place in it for the guidance from the teacher.

Another unfortunate element in our conception of education is that the profession of teaching is looked down upon as a poor pursuit both financially and socially, and it attracts only those who can find no opening in any other field. The result is obvious. Most of the young men adopt this profession unwillingly and work half-heartedly. This state of affairs should be corrected, and the department of education should create conditions that may instil the pride of profession and devotion to duty into the mass of teachers in its employ.

67. KALIM, M. Siddiq. Degree and Academic Achievements --- Pakistan Times (Lahore) November 11, 1973.

Most of our teachers habitually take pride in their scholastic qualifications and boast of the degrees and divisions they have

obtained in their educational career. These qualifications have, of course, an importance of their own, but once the holder enters the profession, paper qualifications assume secondary place and the emphasis shifts to professional achievement. This is as it should be, because academic accomplishment means nothing if it is not followed by some real and solid benefit to the society.

Promotion and appointment to higher grades in the field of education should, therefore, be conditional on the practical usefulness and professional efficiency of the candidate.

68. TAFAZZUL, Anis. Wizarat-e-Ta'aleem Say Asatezah Kay Mutalbay (Teachers' Demands from the Ministry of Education) --- Akhbar-e-Khwateen (Karachi) December 8-14, 1973 (U).

It was promised that all teachers of the nationalized colleges would be brought at par with those of the Government Colleges and that other injustices done to them in the past would be redressed. But after the lapse of 15 months, their service conditions still remain unsettled and their annual increments unpaid.

Fixation of their seniority is another problem that is crying for solution. According to the announcement made by the Federal Minister for Education, the seniority of all teachers would be determined on the basis of the total service of each individual. Unfortunately, the provincial government has decided to take into account only their experience of teaching in private colleges of Sind and ignoring their services rendered in the Punjab, East Pakistan, or India. Unless these just grievances are fully redressed, resentment among the teachers will continue to mount, thus hampering the harmony in educational institutions.

TEACHING METHODS AND MEDIA

69. IQBAL (Mrs.) Kishwar. Tadreen Kay Tariqay (Teaching Methods) --- In: Falsafae Ta'aleem-o-Tadween-e-Nisab, 496-613. Lahore, Majeed Book Depot. 1973 (U).

How to impart knowledge most effectively is a question that has ever vexed the teachers. They have devised different ways and

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means to achieve the desired end. Some methods gained popularity and were followed widely. In olden days, prime importance was given to books and not to teachers. Then a time came when teachers started imparting independent knowledge as Socrates did. In modern times, with the development of the science of psychology, educational thinkers shifted the importance to the students, and teaching methods became student-oriented.

The new teaching methods include Kindergarten, Montessori system, Dalton Plan or Laboratory Plan, Problem method, Project method, etc. All these methods are discussed in detail with a comparison of their merits and demerits.

70. KAMBOH, Mohammed Aslam. Bunyadi Tadreesi Ma'awanaat (Basic Teaching Aids) --- In: Falsafae Ta'aleem-o-Tadween-e-Niaab, 636-665. Lahore, Majeed Book Depot. 1973 (U).

Most of the teaching aids are common things. But teachers make little use of these things to improve the standard of teaching. Sometimes, improper use of teaching aids hampers the progress of learning. There are certain effective and useful ways of employing teaching aids. The writer discusses in some detail the methods of using different teaching aids, which have basic importance in the process of teaching.

The teaching aids discussed are: 1) blackboard; 2) flatboard; 3) actual things, models and samples; 4) maps, charts, graphs, etc.; 5) pictures; 6) educational outings; 7) drama, acting; and 8) bulletin board.

71. KAMBOH, Mohammed Aslam. Chand Naguzeer Tadreesi Wasail (Some Inevitable Means of Teaching) --- In: Falsafae Ta'aleem-o-Tadween-e-Niaab, 666-690. Lahore, Majeed Book Depot. 1973 (U).

In teaching some prerequisites are a must, the most important of them being textbook, library and museum. The importance of these three means of education is discussed in some detail.

First comes the textbook, which is the most popular means of education today. The discussion runs under the headings: 1) background; 2) textbook as one of the media of education;

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3) writing of textbook; and 4) teaching through textbook. Second comes the library. Its importance is briefly explained with a discussion of the library stock, library finance, library building, librarian, and library's role in the development of reading interest. So far as museum is concerned, its utility is explained followed by its relationship with school and the use of museums for the purpose of education. Some light is also thrown on establishing school museums and the role of mobile museums.

72. KAMBOH, Mohammed Aslam. Jadeed Tadreesi Ma'awanaat (Modern Teaching Aids) --- In: Falsafha Ta'aleem-o-Tadveen-e-Nisab. 691-732. Lahore, Majeed Book Depot. 1973 (U).

In the modern machine age, various new techniques are increasingly used in the field of education, for example, computers and other teaching machines. These new machines have simplified the process of teaching and made it more effective. In Pakistan all modern educational aids are not available. However, there are many modern inventions which can be utilized by the teachers in Pakistan. The writer has discussed the use and utility of those modern equipments which are easily available in the country.

The modern teaching aids discussed are: 1) opaque projector; 2) slide and film strip projector; 3) film and film projector; 4) overhead projector; 5) tape recorder; 6) school broadcast; and 7) educational television. In the end there is a discussion on the teaching machines and programed learning.

73. KAMBOH, Mohammed Aslam. Tadreesi Ma'awanaat, Ahmiyat-o-Afadiyat (Teaching Aids, Utility and Importance) --- In: Falsafha Ta'aleem-o-Tadveen-e-Nisab, 617-635. Lahore, Majeed Book Depot. 1973 (U).

Successful teaching depends on the quality of communication. The effectiveness of communication requires clear expression and mutual cooperation of the speaker and the listner. The teacher utilizes teaching aids for making his teaching effective. These aids make the expression clear and create mutual cooperation between the teacher and the taught. After long and painstaking researches in the field of education, improved and effective teaching aids were developed. The importance of these teaching aids cannot be overemphasized.

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The subject of teaching aids is discussed under the headings: 1) comprehensive definition of teaching aids; 2) background of teaching aids; 3) need and importance of teaching aids; 4) utility of teaching aids; 5) types of teaching aids; 6) some wrong conceptions about teaching aids; 7) some principles for the effective use of teaching aids; and 8) guidelines for the selection of teaching aids.

74. KAZMI, Ali Shabbar. Tadrees Aur Asbaaq (Teaching and Lessons) --- In: Falsafae Ta'aleem-o-Tadween-e-Nisab, 440-458. Lahore, Majeed Book Depot. 1973 (U).

One cannot learn all things at a time. Learning comes step by step. A teacher imparts knowledge in different lessons, which constitute the steps in the process of learning. Herbertian steps are most popular in teaching. The steps are: 1) preparation; 2) presentation; 3) association; 4) generalization; and 5) application. These steps are briefly explained.

There are three types of lessons: 1) informative lessons; 2) export lessons; and 3) appreciative lessons. The steps involved in the first type of lessons are: 1) preparation; 2) announcement of the lesson; 3) presentation; 4) generalization; 5) application. In the second type the steps include preparation, announcement of lesson, presentation, and practice. In the third type there are three steps, namely, preparation, presentation, and appreciation. It is briefly explained how these steps are to be followed in each type of lessons. It is suggested that before teaching a lesson the outline of the lesson should be noted down. The importance of lesson outlines is emphasized.

75. KAZMI, Ali Shabbar. Tadrees Ka Amal (Teaching) --- In: Falsafae Ta'aleem-o-Tadween-e-Nisab, 423-439. Lahore, Majeed Book Depot. 1973 (U).

Teaching is a process wherein the teacher teaches and the student learns things for his use in practical life. There are three factors that influence teaching: 1) aims; 2) curriculum; and 3) examination. These three factors are briefly discussed.

The basic principles of teaching are: 1) preparation of student for learning; 2) teaching in association with daily life; 3) preparation for practical work; and 4) the use of teaching principles. These principles are: a) from known to unknown;

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b) from easy to difficult; c) from simple to complex; d) from part to whole; e) inductive and deductive methods, and f) logical and psychological arrangement. These principles are discussed with the help of examples.

76. KAZMI, Ali Shabbar. Tadrees Ki Mahiyat (Nature of Teaching) --- In: Falsafae Ta'aleem-o-Tadween-e-Nisab, 387-412. Lahore, Majeed Book Depot. 1973 (U).

The term "teaching" is defined and its relation to learning is explained. The utility and purposefulness of teaching is measured by three factors: 1) growth; 2) acquisition and 3) construction. These three factors are discussed briefly.

Good teaching: 1) provides guidance to students; 2) creates in them the attitude of kindness; 3) progress according to a plan; 4) encourages mutual cooperation between teachers and students; 5) creates democratic atmosphere in the institutions; 6) stimulates the minds of the student; 7) makes use of past experiences of the students; 8) brings novelty; 9) brings the faults of students to their notice; and 10) creates self-confidence in the students. Teaching fails because of: 1) harsh atmosphere; 2) overbending of the mind of the student; 3) lack of attention; and 4) use of made easy methods. In the end it is also discussed how one learns. There are three methods of learning: 1) psychological explanation; 2) behavioristic explanation; and 3) inductive psycychological explanation. These methods are briefly explained.

77. KAZMI, Ali Shabbar. Tadrees Ki Tekneek (Technique of Teaching) --- In: Falsafae Ta'aleem-e-Tadween-e-Nisab, 459-495. Lahore, Majeed Book Depot. 1973 (U).

As every work has its own technique, the method of teaching also requires some technique. The important techniques of teaching include questions, drill, review, assignment, recitation and reporting, supervised study, and remedial teaching.

The technique of questions is discussed under the headings: 1) importance of questions; 2) types of questions; 3) qualities of effective questions; 4) how to ask questions; 5) what type of questions should be avoided; 6) questions by students; and 7) replies by students.

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First the importance of the technique of 'drill' is pointed out, and then follows the discussion of its method. Similarly for 'review,' the importance and method of its technique are discussed. As to the technique of "assignment," its utility is explained followed by the nature of 'assignment' and its mode. 'Reciting and reporting' is discussed under the headings: 1) principles of report preparation; 2) how teacher should get report written by students; and 3) how he should get the report recited. In the supervised study technique, first aims of study are explained, followed by the mode of study. In the end the technique of 'remedial teaching' is explained.

TECHNICAL EDUCATION

78. KALIM, M. Siddiq. Technical Education --- Pakistan Times (Lahore) October 1, 1973.

The present Educational Policy lays stress on scientific, technological, and professional education. It seeks to create a framework for Agro-Technical education for the industrial and economic development of the country. The Rural Works Program visualizes the opening of agricultural, technical and agro-technical schools under a phase program. School teaching will be based on actual work on a piece of land, involving tilling of the soil, sowing, and harvesting. Similarly the urban areas will relate fundamental education to some modest industrial skill, like metal work, electrical apprenticeship, etc. This is to give a concrete basis to formal education, which otherwise remains uninteresting and dull to the large majority of the students.

The formal pattern of education, which continues almost till this day, is made interesting at special schools by the introduction of hobbies, films, and other similar interesting programs. In addition to this, parental effort to involve their children in formal academic work is also helpful for making this instruction meaningful and interesting. All this is to be related to the planned agricultural, industrial, and economic development of the country within the framework of Manpower Planning Commission.

TEXTBOOKS

79. KHALID, Syed Munawwer. Bakht. Darsi Kitabon Ki Kamyabi(Shortage of Textbooks) --- Hurriyat (Karachi) October 7, 1973 (U).

The problems of students in Karachi range from shortage of textbooks to the admission in educational institutions. If

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the textbooks are available, they are too costly to be purchased by the poor students. To add to this difficulty each year the course is changed for no obvious reason. The people naturally complain that this way a new source of income has been opened for the publishers.

Foreign publications are simply not available in the market. This situation hits hard especially the students belonging to the University and particularly the Medical College. It was announced by the Government that with the establishment of National Book Foundation, this problem would be solved by reprinting locally the costly foreign books. By now only a few books have been printed. In order to save the students from further hardships, the Government should prepare a comprehensive plan and start a survey to ascertain which books are not available in the market and which books are urgently required, so that they could be printed and brought to the market as early as possible.

80. SALEEM, Mohammed. Shortage of Textbooks --- Morning News(Karachi) October 23, 1973.

Although the city schools have reopened about two months back, the students still go without their textbooks. The students Welfare Organization, which has been distributing textbooks freely among the students for the last twentytwo years, never faced such a problem in the past. This year, more than 1,200 students of different schools have applied for the loan of textbooks, but only a few hundred were able to get the maximum number of books at the time of the Organisation's 22nd Annual School Books Distribution. The members and the volunteers of the Organization have searched almost all the shops of the city and prepared a list of books that are not available in the market. The booksellers blame the publishers, and the publishers argue that the booksellers are hoarding the books to sell them at double the prices. The Government and the authorities concerned are, therefore, requested to take stern action against the booksellers and the publishers who are responsible for creating this shortage.

81. USMANI, Adil. Book Production and Education Policy 1972-1980 --- Pakistan Library Bulletin (Karachi) VI(1&2): 29-44. September-December, 1973.

Books and education go hand in hand. The shortage of good books has always remained an irritating problem in the

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educational institutions of Pakistan. The problem is not confined to the four walls of educational institutions; it is agitating the mind of every educated or literate man. The writer briefly traces the subject of book production under various reform schemes of education initiated by the previous governments.

A glance at the efforts made in the past show that no proper attention was paid to the important subject of book production. The present policy, however, lays great emphasis on this subject. The establishment of National Book Foundation will contribute much to the spread of education in the country. This scheme, together with other proposals like establishment of 50,000 people-oriented public libraries is discussed at length.

WOMEN'S EDUCATION

82. HABIB, Miriam. Whither All the Graduates --- Pakistan Times (Lahore) November 15, 1973.

The provincial metropolis is witnessing a women's education explosion, a demand and a hunger that cannot be met by the facilities available in this town (Lahore) of two million inhabitants. Such is the pressure during admission time that a principal of a Lahore College for Women was threatened with abduction by an angry kin of a girl who was not admitted. A principal's position becomes dangerously awkward when he tries to stick to a merit system for admission in such cases. There is no serious educationist who does not deplore our whole system of education. The present system is piecemeal and has no place for quality of teaching.

At the college level anyone with a Master's degree can become a lecturer. The lecture-method, which is the most boring and outdated way of teaching, is scrupulously followed in all colleges and universities. A true teacher should understand the philosophy and psychology of teaching different age-groups according to their level of maturity and comprehension. With us, it seems, education has no clear objective; it does not embrace life and its goals and aspirations. Young girls find few job opportunities after graduation.

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83. MUMTAZ. Role of Educated Women in Developing Society --- Star (Karachi) December 19, 1973.

Very few women in our society receive college and university education, and great amount of public and private money is spent on the education of these few women. Society looks at this expenditure on the education of this small group of women as an investment in manpower. It expects this minority, which benefits from the educational institutions, to play an important role in the socio-economic and political life of the country. When a developing society like Pakistan invests so much out of its precious resources, it naturally expects these educated women to become better individuals and better citizens, and to contribute something positive to the social and economic life of the country. It is indeed unfortunate that majority of educated women do not put their education to any earthly use and spend their life in blissful idleness. The valuable time and money spent on their education goes to waste.

84. ZAIDI, Rehana. Hukumat Aur Ta'aleem-e-Niswan (Government and Female Education) --- Jang (Karachi) December 3, 1973 (U).

It is generally argued that both time and money are wasted on female education, because women rarely put education to any practical use in their life. The present system of education is also to be blamed for this state of affair. The Government should change the whole structure of education and make it practically useful for women.

Students belonging to Humanities group, who want to adopt the profession of teaching, should take up the subjects that are directly relevant to this profession. Education, after all, should be a planned and methodical activity with a clear and definite objective. Otherwise it would be a waste of time and money. Eighty-five per cent of our female students have no better object of reading than reading for the sake of reading. This attitude should be corrected.

GENERAL

85. IQBAL, Mohammed. Lecturer Aur Ustad (Lecturer and Teacher) --- Imroz (Lahore) October 31, 1973 (U).

The following reforms are suggested for the improvement of education in the country:

1) All college lecturers should be taught the art of teaching and educational psychology during summer vacation for three years.

2) No untrained teachers should be employed in any college. 3) All lecturers should work according to a time-table that would keep them busy all the time, like other government employees. 4) In order to keep the students busy, all teachers should teach each subject twice every day. 5) Lecturers and professors of every college should be held responsible for the results of their respective classes. 6) During vacations, lecturers should be assigned the work of adult and health education in their colleges. 7) The management of school education should be separated from that of college education. 8) As the salaries of lecturers and professors are already reasonably high, no annual increments should be allowed to them. 9) Sympathetic consideration be given to the question of raising the present salaries of school teachers.

86. MEHDI, Abida. Ta'aleemi Me'ar (Educational Standard) --- Akhbar-e-Jehan (Karachi) November 7, 1973 (U).

The present system of education has much to do with the lowering of standards in educational institutions. At present the courses of study in our country are divided into three groups: Science, Humanities, and Home Economics. None of these groups receives the attention it deserves. The scarcity of teachers and equipment is a general cause of complaint.

The female students have their own problems. The female teachers are not available in adequate numbers, and out of those who are available, many are not prepared to take up the assignments in colleges located in far-flung areas. The second problem for female students is the extremely limited choice of optional subjects available in the institutions of female education. The scope for the exercise of this choice should be enlarged. It will be a great service to the nation if nursing is also introduced in Home Economics Colleges. The provision of a audotoriums and hostels for Science Group will also help raise the standard of education.

87. NARGIS, Shehla. Jabri Tuition (Forced Tuition) --- Imroz (Lahore) November 25, 1973 (U).

The education policy introduced by the People's Government has solved many problems facing the parents and the children. But one thing that has robbed them of their happiness is the curse of forced private tuition that continues as ever. The students of the recently nationalized institutions are being forced by the teachers to engage them after school hours for private tuition and pay handsomely for it.

According to a survey report, this practice has spread during the last three months to about 40% schools. Majority of parents are those who are too poor to pay for the education of their children. Had it not been the case the government would not have conceded to the demand of free education. The survey report also makes it clear that the number of new students had increased enormously with the nationalization of schools, but it has started coming down again because of the teachers' greed.

SPECIAL SECTION - LANGUAGES, TEACHING OF

88. ALI, Akhtar. Urdu and National Culture --- Pakistan Times (Lahore) December 3, 1973.

The imparting of education in English in many Government schools and colleges and in the institutions run by the missionary and foreign agencies in Pakistan has not proved an unmixed blessing. The teaching of various subjects, especially social sciences in a foreign language not only makes the young generation a stranger to its own national language, but also creates in it a yearning for everything foreign, such as eating, dressing, talking, conducting themselves in society, etc.

The national language is the first casualty in this process. Borrowed language is like borrowed feathers, which do not help a nation to soar to the heights of national progress and prosperity and maintain its identity in the community of nations. Urdu is our national language and this language alone should identify us in every walk of life, both at home and abroad. It should, therefore, replace English as medium of instruction in all schools and colleges.

89. FATEHPURI, Farman. Urdu Zariyae Ta'aleem Ki Haisiyat Say (Urdu As Medium of Instruction) --- In: Zabaan Aur Urdu Zabaan, 81-96. Karachi, Qamar Kitab Ghar, 1973 (U).

The suitability of Urdu language as the medium of instruction is still a matter of controversy in this country. The higher class of our society is enamored of English language and English culture and is averse to the idea of introducing Urdu as the medium of instruction. Being influential and powerful, this class has so had its way in this matter.

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The importance of national language is discussed and it is pointed out that Urdu is ideally suited to serve as medium of instruction even for higher studies as well as science and technology. After a thorough examination of the various objections to the suitability of Urdu for this purpose, the writer concludes that Urdu is fully capable of acting as a medium in our schools, colleges, and universities. It has all the qualities that are essential for a language to be used as medium of instruction.

90. ISLAM, S. Teaching of English. A Proposal --- Pakistan Times (Lahore) October 7, 1973.

That the standard of English has fallen very low in Pakistan during the past two decades is well known. It is further tacitly accepted that English is come to stay. It is now conceded that our methods of language instruction as well as the criteria of curriculum development are far from satisfactory. Here are some suggestions regarding the approach we should adopt toward the teaching of English as a foreign language. Detailed specifications must be prepared of the skills, knowledge, and attitudes the students are expected to achieve upon completion of the program. It is not enough to say for example, that a secondary school course is expected to train the students to speak English fluently. The aim should be levels, such as auditory discrimination, pronunciation, accuracy, and control of a stated set of structural features and lexical items. These objectives should be determined in consultation with the language experts as well as practising teachers.

The aims of teaching English at secondary/higher secondary stage are mentioned. Programed textbooks should be prepared which should aim at increasing the students' language ability rather than their literary knowledge.

Grammer should not be allowed to dominate the course.

91. KHAN, Mohammad Said and IQBAL, Zafar. Aims of Teaching English --- In: Teaching of English, 10-18. Lahore, Majeed Book Depot. 1973

Even today English enjoys a privileged position as a second language in our schools, though not to the same extent as it

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did before independence. It is not enough for a student to learn English at school and have done with it, because he will have to put it to practical use at every stage in his later life. This situation dictates the necessity for a systematic teaching and learning of English in all educational institutions.

The aims of teaching English as a second language in Pakistan are to prepare and enable students: 1) to understand written English; 2) to understand spoken English; 3) to speak English; and 4) To write English. These aims have been briefly discussed.

92. KHAN, Mohammad Said and IQBAL, Zafar. Composition -- In: Teaching English, 139-142. Lahore, Majeed Book Depot. 1973.

The word "composition" is generally taken to mean written work. Modern educationists, however, are of the opinion that composition, based whether on the lessons of the text or on essays, letters, and stories on given topics, should be oral in the form of question and answers in primary classes. Questions and answers help students judge their own ability and gain confidence in their grasp and active use of the language.

Correct use of punctuation marks is essential for correct writing. Written work is useless without proper correction. The best method of correction is that the student should be present by the side of the teacher, and the teacher goes on explaining while making the corrections. In composition work correction is of great importance, because, it is through correction that mistakes are detected on the spot, and the student learns about them. Proper methods of corrections are suggested.

93. KHAN, Mohammad Said and IQBAL, Zafar. Extensive Reading --- In: Teaching English, 131-138. Lahore, Majeed Book Depot. 1973.

At school the students have to practice intensive reading based upon a particular textbook prescribed for that class. But unless they take to extensive reading in English, they will have only limited command over the language. It is through extensive reading spread over a long period that one gets the feel of the language and increases ones' vocabulary. The importance of extensive reading has been briefly discussed.

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Extensive reading requires silent reading and is done independently by the student. Loud reading is good as an exercise, but for grasp and enlightenment, there is nothing like silent reading. The role of libraries in extensive reading is also briefly explained and it is suggested that every school should have a well-stocked library.

94. KHAN, Mohammad Said and IQBAL, Zafar. Grammer --- In: Teaching English, 143-149. Lahore, Majeed Book Depot. 1973.

There is a good deal of controversy about the teaching of grammer. What exactly should be the place of grammar in the syllabus prescribed for the teaching of any language is a question that deserves thoughtful consideration. Different schools of thought have different views on the matter. Some are totally opposed to teaching grammar, some favor functional grammar, and there are others who would like to have functional grammar only at middle stage. The writer briefly discusses the different theories as to the place of grammar in the teaching of language.

The writer discusses the proper time for the introduction of grammar, and explains functional grammar and formal grammar.

95. KHAN, Mohammad Said and IQBAL, Zafar. Importance of Oral Work --- In: Teaching of English, 85-88. Lahore, Majeed Book Depot. 1973.

Oral work involves active use of language. The student will have to collect his ideas, arrange them in logical order, and express them in the proper language. Oral work is nothing but communication of ideas, and the student should be clear, vivid, accurate, and to the point. This needs a lot of practice. Teaching of new language should always begin with oral work, because speaking is rather easier than writing. Language is basically oral and aural. Oral work is, therefore, the most natural and spontaneous method of learning a new language. The introduction of oral work, questions and answers, and recitation immediately evoke the interest of the class.

Salient features of oral teaching of language are discussed. It is pointed out in the end that oral work is very useful in learning correct pronuniation which is a very important factor in learning a language.

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96. KHAN, Mohammad Said and IQBAL, Zafar. Lesson Planning --- In: Teaching of English, 63-75. Lahore, Majeed Book Depot. 1973.

A wise teacher would not approach the work of teaching all at random. He needs a complete plan of work he proposes to do. The work to be done should be prepared in the form of a scheme spread over the whole academic year and should be completed step by step. Lessons, before being delivered to the class, have to be thoroughly prepared. An unplanned and unprepared lesson is a bad lesson.

There is a brief discussion of Herbartian steps. This is the British system of lesson planning and comprises five steps, namely, aims, previous knowledge, introduction, presentation, and recapitulation. However, there are many other factors on which success of a lesson depends. Herbartian method of lesson planning is not followed in American schools. Instead, they use Teacher's Guides, which show the teacher how to stimulate activity of pupils, motivate them, and make them willing and interested participants in the lesson.

97. KHAN, Mohammad Said and IQBAL, Zafar. Method of Teaching --- In: Teaching of English, 31-62. Lahore, Majeed Book Depot. 1973.

Methods of teaching languages must be plastic and adaptable. The task of the language teacher is difficult. He has to plan his lessons properly and follow a combination of methods, keeping the lessons in strict conformity with the set standard. He has to look to the needs of his pupils and keep in view their capabilities. He has to achieve the aims of language teaching by applying the appropriate principles and methods of teaching language.

The writer discusses in some detail the four methods of language teaching: 1) translation method; 2) direct method; 3) Dr. West's new method; and 4) substitution method. The advantages and disadvantages of these teaching methods are discussed. It is concluded that the direct method is most popular and useful in the early stages of language learning. However, none of these methods is complete by itself, and a good teacher of English should make a multiple approach.

98. KHAN, Mohammad Said and IQBAL, Zafar. Place of English in the Curriculum of Our Schools --- In: Teaching of English, 1-9. Lahore, Majeed Book Depot. 1973.

Generally speaking, a student in Pakistan has to learn two, and in some cases three, languages. This practice poses

problems for the teacher as well as the taught. English, which is a foreign language, enters the curriculum as a compulsory subject when the student enters class VI. The study of English language at school gives rise to many doubts and suspicions; its aims and objectives; its importance in national life, and the effects it will have on the overall development of the student.

The writers have discussed these questions under the headings: 1) how English became a part of school curriculum? 2) the position of English after independence; 3) the position of English as second language; 4) English as the source of knowledge; 5) English as an international language; 6) scientific terminology; 7) political importance of English; 8) English in the fields of culture and research; 9) the national language and English; 10) English as medium of instruction; 11) English as a subject of study; and 12) the problem of bi-lingualism.

99. KHAN, Mohammad Said and IQBAL, Zafar. Poetry at the High Stage --- In: Teaching of English, 150-156. Lahore, Majeed Book Depot. 1973.

As language is intimately connected with literature, we have to include the **latter** in the textbooks for students of higher stage. The concept of poetry is briefly explained. Opinions differ as to whether poetry should form part of the curriculum prepared for the teaching of English as second language in schools. Some favor its inclusion and others oppose it. The best course is to include some poetry.

A poem should be taught synthetically as well as analytically. The teacher should first study the poem thoroughly to make himself fully conversant with the theme and then proceed with his lesson according to a prepared plan. The teacher should attempt to associate the theme of the poem with the ideas and subjects that are familiar to the students. Every lesson in intensive reading should begin with loud reading by the teacher, followed by reading by the students. Loud reading should be followed by a deep and thorough study of the poem. Questions about the text of the poem will greatly help the students in understanding the poem. It is always useful to give to the students some appreciation of the poem taught in the class. A few technical terms and forms of poetry have been briefly explained.

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100. KHAN, Mohammad Said and IQBAL, Zafar. Principles and Methods of Language Learning --- In: Teaching of English, 19-30. Lahore, Majeed Book Depot. 1973.

The problems of learning English language are different from those we face in the case of local languages. Urdu, which is our national language, and the regional languages, which are the mother tongues of the respective regions, have many things in common and are easier to learn than English, which is a foreign language with a totally different background.

The following principles should be kept in view while teaching the languages: 1) the language course must be appropriately graded; 2) correct speech habits should be formed; 3) lessons must be made interesting; and 4) language learning must be intimately associated with the lives of the pupils. All these principles are briefly explained, and it is concluded that different languages can be learnt with the help of these principles.

101. KHAN, Mohammad Said and IQBAL, Zafar. Reading Readiness Or Preparing the Pupils for Learning Reading --- In: Teaching English, 89-92. Lahore, Majeed Book Depot. 1973.

It is necessary that teaching English in our schools be brought as near as possible to the process of learning mother tongue. Readiness for reading is a state of intellectual preparedness for learning to read a language. In the case of mother tongue this preparedness comes automatically, but for learning to read English it can come through oral work and constant practice.

There are many factors that help a child prepare himself for starting reading. The first factor is physical. A physically healthy and energetic child would be ready to start earlier than a sick child. Other factors include proper food, good living conditions, proper dress, and freedom from want. Then come the social and mental factors. There is a brief discussion of how these factors affect readiness for reading, and what effects his cultural atmosphere has upon him.

102. KHAN, Mohammad Said and IQBAL, Zafar. Teaching of English at the Middle Stage --- In: Teaching English, 117-130. Lahore, Majeed Book Depot. 1973.

In the early stages a pupil develops the skills of reading, writing, and speaking English, and understanding spoken English.

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By the time he has reached middle stage he should be ready for taking up the serious work of learning English as second language. In the middle stage the teacher should lay special emphasis upon teaching the student to read intelligently and purposefully and to write simple and correct English. The vocabulary to be taught to him should be graded, including the words of common use for familiar objects, actions, and qualities.

Suggestions have been put forward for intensive and extensive reading and for the contents and quality of English textbooks at the middle stage.

103. KHAN, Mohammad Said and IQBAL, Zafar. Teaching of English at Early Stage --- In: Teaching of English, 76-84. Lahore, Majeed Book Depot. 1973.

There is a good deal of controvercy about the proper time for the introduction of the teaching of English Language in Pakistani Schools. At present the teaching of English in the English medium schools starts from the very beginning. However, these schools serve only the well-to-do class, but majority of students go to schools where English starts from class VI. In English-medium schools, the primers prescribed are based mostly upon oral work, and teaching is done through Direct Method. Here children develop language habits quite early and learn the speaking skills of English and understanding spoken English.

It is discussed in detail how students of Urdu-medium schools should be taught English. The various problems a teacher faces while teaching English as a second language have been analyzed, and suggestions and steps have been recommended for the purpose.

104. KHAN, Mohammad Said and IQBAL, Zafar. Teaching to Read --- In: Teaching of English, 93-102. Lahore, Majeed Book Depot. 1973.

The world of today is the world of reading. To keep abreast with the knowledge explosion we have to acquire full reading skill. Reading is an intelligent process through which we acquire knowledge. The work of learning to read should start with oral work. There is a vital connection between oral work and the teaching of reading to beginners. The teacher should try to familiarize the pupil with the sound and the feel of the word before reading starts.

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There are three methods of teaching reading: 1) the alphabetic method; 2) the phonic method based on phonetics; and 3) the look-and-say method. These three methods are briefly discussed, and it is concluded that the look-and-say method is the most modern method of teaching reading in so far as it involves active participation of students. In the end loud reading and silent reading are commented upon.

105. KHAN, Mohammad Said and IQBAL, Zafar. Written Work and Composition --- In: Teaching English, 103-116. Lahore, Majeed Book Depot. 1973.

It should be impressed upon the students from the very beginning that they should write a clear and legible hand. It is essential that the teacher of English should have full command over the language and its grammar and pronunciation.

The writer has discussed the teaching method in connection with written work, that is, composition, under the headings: 1) dictation; 2) spelling; 3) composition at early stage; 4) pupil-oriented composition work; 5) oral composition; 6) exercises for oral composition; 7) composition based on text; 8) narration; 9) composition work independent of text; 10) questions and answers; 11) written composition; 12) recitation; 13) reproduction; 14) description; 15) free composition independent of text; 16) descriptive composition; 17) paragraph writing; 18) letter-writing; and 19) free composition.

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